

THE VILLAGE OF KEY BISCAIYNE CHARTER HIGH SCHOOL APPLICATION

II. Organizational Plan

9. Governance

- ◆ Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)
- ◆ Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the Board to the school's leader and administration.
- ◆ Provide a description of the responsibilities and obligations of the governing board as a whole, individual members and officers of the board.
- ◆ Describe the policies and procedures by which the governing board will operate, including board powers and duties, board member selection and removal procedures and term limits, code of ethics, conflict of interest, and meeting schedule.
Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.
- ◆ Explain how the founding group for the school intends to transition to a governing board.
- ◆ Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.
- ◆ List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that illuminates the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.
- ◆ Explain how parents and the community will be involved in the governance of the school.

Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)

Founding Board

The Founding Board for the Key Biscayne Charter High School is the Village of Key Biscayne Village Council. The school will be a municipally-constructed and fiscally-managed charter system providing a full, public, tuition-free education.

Key Biscayne is governed by a council-manager form of government, combining the political leadership of its elected officials with the executive experience of its Village Manager. The Village Manager is appointed by the seven members of the Village Council and serves as the chief administrative officer of the Village. The Manager is responsible to the Council for the administration of all Village affairs.

Utilizing the provisions of Florida's statute enabling municipally organized charter schools, the

Village Council will function as the Key Biscayne Charter High School Founding Board. In their capacity as Village Council, the council members are duly appointed representatives of the residents of Key Biscayne and thus have been entrusted to represent the will of the citizens. At present the Council members are as follows:

Mayor Robert L. Vernon,
Vice Mayor Jorge E. Mendia
Councilmember Michael Davey
Councilmember Enrique Garcia
Councilmember Stephen Liedman
Councilmember Thomas Thornton
Councilmember Patricia Woodsman Weinman

As the charter applicant and recipient, the Village Council will have ultimate authority for the Key Biscayne Charter High School. As a municipal entity, it is exploring the most appropriate method for governing the many aspects of the High School. It may keep all authority, delegate some authority or delegate most of the authority for the school's operation. All of these possible governing scenarios are under consideration by the Village. In the event that the Village Council determines that it will delegate authority, the Village Council may establish a Governing Board to assist with the governance and management of the school. The Governing Board could have certain authorities for decision-making as delegated by the Council and could make recommendations to the Council regarding other aspects of the school. This Governing Board would operate within all legal requirements for a public body in the same manner as all other Village Boards.

In the event that the Village Council does not delegate authority to a Governing Board, it will assume the Governing Board role for the school.

School Advisory Committees:

- **Parent Advisory Board:**

The High School will form a parent advisory board pursuant to Section 1002.32(8) for the purposes of developing and implementing the school improvement plan. This group will be defined at a later date, but the group will be reflective of the population served by the school. The establishment of this Advisory Board, whose role is to give input to the Principal and Village Council or Governing Board (if established), will firmly ground the school by giving a voice to parents and students, the primary stakeholders.

- **Community Advisory Board:**

Drawing from the unique culture and community of Key Biscayne, the school plans to establish a Community Advisory Board to provide direct input and guidance to the Village Council or Governing Board (if established). The Community Advisory Board will include persons in the community with outstanding skills and experiences that can greatly assist the formation and operation of the school. The details regarding this group and their governance have not yet been established, but it will serve solely in an advisory capacity.

Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the Board to the school's leader and administration.

The reporting structure of the school has not yet been defined by the Village Council. One structure that is under close examination is the use of a Governing Board to assist with some or all of the school governance—as will be determined by the Council prior to contracting.

If established, the role of the Governing Board could be to serve as the governing body and conduct regularly scheduled public meetings regarding all aspects related to the operations of the School.

The School's on-site administration may consist of the principal and secretarial staff. The principal, with the support of the teachers, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School. The administrative staff, as instructional leaders, will make all school-based decisions, establish and implement procedures for the day-to-day operations of the school.

Provide a description of the responsibilities and obligations of the governing board as a whole, individual members and officers of the board.

As a municipal entity, the Village is fully advised of the requirements regarding governance in the sunshine and full financial disclosure and reporting. As such, the Village understands that creation of a Governing Board will need to follow Florida statutes and guidelines. If established, the Governing Board could be structured as follows:

Responsibilities of the Officers and Members of the Board:

Chair:

The Chair is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Chair shall preside at all meetings of the Board. The Chair has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Vice Chair:

The Vice Chair(s), in the absence or disability of the Chair, shall perform all duties of the Chair and shall have such powers and perform such other duties as the Board may prescribe from time to time.

Secretary:

The Secretary shall:

- Maintain minutes of all meetings of the Board and its committees;
- Keep a copy of the corporation's Articles of Incorporation and Bylaws and the seal of the corporation;
- Give notice of all meetings of the Board;
- Distribute the minutes of meetings of the Board to all its members promptly after the meetings; keep the seal of the corporation in safe custody;
- Maintain all reports, statements and other documents required by law, except to the extent the same are to be kept or filed by the Treasurer; and,
- Perform such other powers and perform such other duties as may be prescribed from time to time by the Board as well as all other duties detailed therein the Bylaws of the Applicant.

Describe the policies and procedures by which the governing board will operate, including board powers and duties board member selection and removal procedures and term limits, code of ethics, conflict of interest, and meeting schedule.

If established, a "Key Biscayne Charter High School Governing Board" will be comprised of a diversity of members that assist in the operation of the school. A key component would be a variety of backgrounds and skills that lends itself to the complete operation of the school. The Governing Board could contain:

- An educator
- An attorney
- A CPA or person with a financial background
- A person experienced in fundraising
- A person skilled in marketing/PR/recruitment
- One student who is president of student council (nonvoting)
- Two parents selected by Key Biscayne Educational Foundation, Inc.

The Village Council may delegate one or more of the following authorities to the Governing Board:

1. Appoint a suitable Principal; fix his/her compensation and remove that person from office at the pleasure of the board.
2. Establish regulations for the governing, management and operations of such charter school as may be deemed necessary for its preservation, proper operation and to maintain its usefulness and efficiency.
3. Power as may be necessary to carry out the spirit and intent of the law in establishing, promoting and maintaining a municipal charter high school within the Village of Key Biscayne.
4. Oversee operational policies, academic accountability, and financial accountability.
5. Annually adopt and maintain an operating budget.
6. Exercise continuing oversight over charter school operations.
7. Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.

8. Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit and who shall submit the report to the governing body,
9. Review and approve the audit report, including audit findings and recommendations.
10. Monitor a financial recovery plan in order to ensure compliance.
11. Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - School achievement performance data,
 - Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt,
 - Documentation of the facilities in current use and any planned facilities for use by the charter school for instructions of students, administrative functions, or investment purposes,
 - Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

The Governing Board would, at least quarterly, transmit reports to the Village Council of the condition of the school, including full financial reporting, such reports as may be deemed appropriate concerning student registration, attendance, and achievements and such additional statistics, information and suggestions as the board may deem of general interest or as the Village Council.

Board Member Selection and Removal Procedures and Term Limits

Selection:

Board members could be appointed by the Village Council at a public meeting of the Council and thereafter the Governing Board would hold its first meeting. Notice of the Board's intentions to elect a Chair and Vice-Chair shall be included in the agenda for that meeting and publicly announced.

Removal Procedures:

Any Board member may be removed without cause by the affirmative vote of a majority of the Village Council. Newly created Board positions resulting from an increase in the number of members comprising the board and all vacancies occurring on the board for any reason shall be filled by the Village Council upon a recommendation of the Governing Board. A member appointed to fill a newly created board position or vacancy will serve until the end of that term. Newly appointed members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Term Limits:

A Board member could be appointed for a term of no more than two (2) years. Terms would start on July 1st and expire on June 30th and would have staggered expiration dates.

Meeting schedule selection:

The Governing Board may vote upon and post their meeting schedule starting with the 2009-2010 school year and will be annual after that. It will follow the Florida Statutes, relating to public records, and public meetings.

Explain how the founding group for the school intends to transition to a governing board.

The Founding Board of the Key Biscayne Charter High School is the Village Council. Upon learning that the charter application has been approved by the Charter Sponsor, the Village will begin contract negotiations with the Sponsor. During this time period, if the Village intends to utilize the services of a Governing Board, the Village will publicly approve the final structure and authority of the Governing Board. It will also begin recruiting the initial Governing Board members from the community. Governing Board members would then be required to follow all state and local guidelines required for service on a public school board. This will include, but not be limited to, completing the sponsor Governing Board Disclosure Form (requiring personal information, relationship information, ethical information, criminal background information and a disclosure verification) and other such requirements.

Once the Governing Board initial members have been identified, the Village Council will appoint all the members and pass a resolution authorizing the Governing Board to begin work on matters related to the Key Biscayne Charter High School.

Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

Plans for Board Member Recruitment:

If a Governing Board is established, the Governing Board members shall then actively recruit new members who may be recommended to the Village Council for seats on the Governing Board as seats become available. These new members must commit to forward the mission of the School and to complete the duties as defined to them. All Board members will agree to oversee the operational policies and ensure academic accountability and financial accountability of the School. Each member will also participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

Names of potential new Governing Board members will be recommended by the Governing Board to the Village Council for placement on the Governing Board.

Orientation Process and Ongoing Professional Development:

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by the Florida Association of Charter Schools or another approved vendor. Further, the High School will develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Human Resources Training: Administrators and governing board members will be trained and updated as needed by an approved vendor in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that illuminates the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

No proposed names of school governing board members can be determined at this time.

Explain how parents and the community will be involved in the governance of the school.

Active parental/guardian participation will be encouraged at the school. Parent/guardian participation is key to the success of the overall program and will be solicited for the development of school goals and objectives.

The establishment of the Parent Advisory Board, whose membership is entirely comprised of parents, evidences the School's commitment to include parents in decision-making matters.

Parents, through their representation on the Parent Advisory Board, will provide input in a wide array of school related issues including school operating hours, academic programming, conduct and dress policy, co-curricular and extra-curricular activity, and the school calendar.

Annual surveys soliciting parent feedback will further guide decision makers in policy related decisions resulting in a school environment that celebrates the synergies that occur when parents, administrators and policy makers work collaboratively to maximize student achievement.

In addition:

- Parent Advisory Board meetings will be reasonably noticed and will be open to the Public giving parents opportunity for input.
- Parent/teacher conferences will be held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Parents will be encouraged to establish an organization of their choice similar to a Parent Teacher Association affording parents a forum for open discussion and support regarding school issues, and;
- Enrollment is a parent/student cooperative choice, wherein parents/guardians

contractually agree to be responsible for their children abiding by the rules and regulations applicable to attendance, classroom participation, and behavior and uniform policy. Failure to abide by that contract may result in a loss of re-enrollment opportunity or dismissal according to ruling of the Florida Department of Education General Counsel.

Parents must sign a "contract" agreeing to volunteer a minimum of twenty (20) hours per year. When two or more children from the same family are enrolled, parents shall be required to volunteer a total of thirty (30) hours per year.

The procedure for scheduling parent volunteer time will be flexible and designed to work around their employment. Those parents who fail to perform their volunteer hours would be contacted to ascertain what, if any, barriers might preclude their commitment. It is highly unlikely that such barriers would occur given that this policy would be explained to parents prior to enrolling their child(ren) and that our ability to develop highly flexible volunteer schedules would meet any foreseeable scheduling conflict. In any case, arrangements will be made to assist the parents with satisfying their volunteer obligation.

10. Management

- ◆ Describe the management structure of the school. Include job descriptions for each administrative position and teachers that identify key roles, responsibilities and accountability.
- ◆ Outline the criteria and process that will be used to select the school's leader and process by which the school leader will be evaluated.
- ◆ Provide a staffing plan for each year of the charter term.
- ◆ Explain the school's plan for recruitment, selection, development and evaluation of staff.

Describe the management structure of the school. Include job descriptions for each administrative position and teachers that identify key roles, responsibilities and accountability.

The Key Biscayne Charter High School will employ a principal and administrative support staff (as needed) to be responsible for curriculum development, working with the teaching staff, addressing student-related issues and overseeing the parental involvement in the school. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers and parents of the school.

Principal:

In addition to demonstrating all of the Florida's Principal competencies, the principal's duties could include, but not be limited to, the following:

- Administer, control and supervise the instructional program of the school operations and school personnel.
- Facilitate frequent communication with the parents of the school.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret and communicate the educational program of the school to the community.
- Coordinate and adopt school curricular programs and policies to address student learning needs.
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the maintenance staff and report to the Governing Board on the conditions and needs of the school.
- Keep accurate account of all monies paid and record the purpose for which it was paid.
- Report directly to Governing Board.
- Compile, disaggregate and prepare all student achievement outcomes for dissemination.
- Implement and promote the school vision and mission.
- Coordinate, supervise and conduct evaluations of all staff.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Supervise and coordinate the budget process.
- Develop, implement and evaluate the school improvement plan.
- Supervise all students and staff.

- Supervise and coordinate school-wide programs, curricula and course options.
- Supervise and coordinate student registration, scheduling, and construction of the master schedule.
- Oversee the grade reporting system and school website.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Coordinate and schedule the use of facilities for all events.
- Implement and enforce attendance and tardy policies and procedures for all students.
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.

Outline the criteria and process that will be used to select the school's leader and process by which the school leader will be evaluated.

The school principal will be responsible for all aspects of the school operations within the scope of operating policy and budgetary approval by the Village Council. The school's faculty and staff will report directly to the principal, who reports to the Village Council. The principal will be evaluated using an evaluation tool that will incorporate the Florida Principal Competencies. These standards center around Commitment to Vision and Mission, Proactive Orientation, Managing Interaction, Tactical Adaptability, Concept Formation, Conceptual Flexibility, Organizational Ability and Sensitivity, Delegation, Self-Preservation, Written Communication, Achievement and Developmental Orientation, Management Control and Budget Oversight and Development, Information Search and Analysis, and Interpersonal Sensitivity. Other data included in the evaluation will be parent participation, FCAT and AYP reports, Professionalism and Attendance statistics, and parent, student and staff climate surveys.

Provide a staffing plan for each year of the charter term.

The attached budget for the school outlines the anticipated staffing levels for the Key Biscayne Charter High School for the first five years.

Explain the school's plan for recruitment, selection, development and evaluation of staff.

Recruitment of Staff:

The School will ensure that the faculty members are highly-qualified and match the learning needs of its students. The school will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website;
- Coordinate efforts with postsecondary educational institutions to serve as host school for interns whenever possible, and

- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection of staff will be driven by the following qualifications:

Administration

- Educational background of a Master's Degree or higher
- Extensive administrative and teaching experience in a 9-12 grade setting
- State of Florida Certification in Educational Leadership
- Vast experience in working with school or advisory educational boards
- Strong managerial capabilities
- Knowledge of the needs of the student population served by the School
- Positive revaluations from previous administrative position
- Letters of recommendation
- Excellent communication skills

Faculty/ Staff

- Educational background: Bachelor's Degree or higher in field
- State Certification for the required position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer/school
- Personal characteristics, knowledge, and belief in the educational design of the school
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/letters of Recommendation

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks and drug-screening.

Development of Staff:

Staff will participate in school-initiated and other relevant and necessary workshops for professional development as coordinated by the administrative staff. Development will take place through the following methods:

- In-house workshops
- Monthly staff meetings
- Bi-weekly (or more frequent) team meetings
- Use of Professional Development Plans for each teacher to address personal

- targeted professional growth.
- Mentoring

11. Education Service Providers

If the school intends to enter into a contract with an Education Service Provider²:

- ◆ Describe the services to be provided by the ESP.
- ◆ Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provision, and terms of property ownership (real, intellectual and personal.)
- ◆ Explain why the ESP was selected, including what due diligence was conducted to inform the selection.
- ◆ Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
- ◆ Explain how the governing board will ensure that an "arm's length", performance-based relationship exists between the governing board and the ESP.
- ◆ Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
- ◆ Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

The Village continues to evaluate the services of an Education Service Provider for a portion or all of its education service needs. It will continue to investigate all options and will provide further information regarding this question if it determines that an Education Service Provider is the appropriate option for the Village. In the event the Village decides to pursue this option, it will issue an RFP for Education Service Provider services and will evaluate the competitive responses.

12. Employment

- ◆ Explain the school's compensation plan, including whether staff will be publicly or privately employed.
- ◆ Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The Village is researching the best method of employing the principal and staff. When a

² An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into three categories:

- *Educational Management Organizations* (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well;
- *Comprehensive School Design Providers* that offer a replicable school model or common pedagogical, instructional and governance approach, and
- *Virtual School Management Organizations* that provide comprehensive education management to non-classroom-based schools.

decision is made, further information will be provided to the Charter Sponsor. The Village anticipates that the employees will be private, but this decision is subject to change.

The School plans to pay salaries commensurate to that offered by the local school district. Full-time employees would be entitled to Health Insurance, including dental and vision plan. In addition the school may offer some employees the opportunity to participate in a 401(K) Plan and life insurance plan. Ten-month employees may earn 10 sick/personal days per twelve-month period. Employees may qualify for paid sick leave after 90 days of employment.

The school may also employ or contract with skilled and carefully selected non-certified personnel, to assist instructional staff members, as educational professionals in the same manner as defined by the State Board of Education rule for charter school governing boards. In the signed employment contract between staff member and the school, teachers will be notified as to whether they are covered by the contract between United Teachers of Dade and The School Board of Miami-Dade County Florida.

Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

It is the intent of our school to obtain the services of the finest teachers available. To accomplish this, we will disseminate materials in order to ensure that properly credentialed individuals apply. Each applicant will be screened by a team of professionals trained to identify individuals suited to the philosophy of this institution. Extensive background reviews will be done to verify past experiences and ensure the safety of our children.

The teachers employed by (or teaching at) the school will be certified as required by Florida Statutes. The school may employ or contract with skilled selected non-certified personnel to provide institutional services or to assist instructional staff members as teacher aides in the same manner as defined in Florida Statutes.

The school will not employ or contract with an individual to provide instructional services if the individuals' certificate or licenser as an educator is suspended or revoked by this or any other state, as per Florida Statutes.

The school reserves the right to mandate whatever testing of employees is deemed necessary to protect the students.

The school will not violate the anti-discrimination provisions of The Florida Education Equity Act.

The school expressly reserves the right to discharge employees after an internal due process hearing. The school will include in the employment contract a thorough, consistent, and even-handed termination provision that includes an appropriate due process procedure.

Teacher biographies will be provided in a summary booklet and made available to all

parents.

The School will communicate Personnel Policies and Procedures through the dissemination of a Staff Handbook. The policies and procedures detailed therein will be reviewed by the School's administration during the Opening of School Procedures Meeting at the commencement of each school year so that all employees can acknowledge receipt of said procedures. Upon signing off, employees commit to abide by and be held to the specific procedures listed therein. The staff handbook will include: hiring, hours expected to be on campus, terminations, sick days, vacations, continuing education, expectations for working with co-workers, administration and parents.

The School agrees to fingerprint all employees as required and all employees will agree to background checks. The school also agrees to drug-test all employees, and will work through the Sponsor to utilize a sponsor-approved process for same. The school also reserves the right to mandate other testing of employees to protect the students. All employees must satisfactorily pass these tests, without violating the rights of the employees.

Teachers:

The instructional staff's duties and responsibilities include, but are not limited to the following:

Demonstrate Proficiency:

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores and portfolios
- Maintain student portfolios.

Demonstrate Initiative:

- Demonstrate consistent attendance
- Demonstrate efficiency
- Demonstrate punctuality
- Initiate opportunities for professional development
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities and clubs
- Provide supplemental instruction.

Participate in Continued Professional Development:

- Attend workshops and conferences
- Demonstrate oral proficiency
- Demonstrate written proficiency
- Pursue further education and supplemental credentials

Serve as Role Models for Students:

- Maintain and promote a safe learning environment
- Administer student surveys twice yearly

- Promote problem-solving skills and character education
- Promote and enforce Code of Excellence

Advise Parents:

- Document parent phone calls, conversations and conferences
- Work as partners to create behavior modification plans
- Create Progression Plans for students
- Keep parents updated through interim reports, report cards, phone calls, updated computer services and notes home
- Maintain flexibility and frequent contact with parents about student progress and school events

Demonstrate Awareness of Each Student's Educational Needs

- Continually assess students' development through clearly defined rubrics
- Establish, maintain, assess and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs

Participate Actively in School Functions:

- Attend parent/teacher meetings and conferences
- Plan and participate in special events

Work Cooperatively and Productively with Co-Workers:

- Take initiative to implement projects, programs, and /or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among c-workers, students and parents
- Be flexible – always have a back-up plan

Follow Guidelines Regarding Safety and Education

- Complete and maintain accident reports
- Consistently maintain portfolios
- Supervise student recreation
- Complete, Distribute and maintain files of all behavior and homework referrals as required
- Complete and maintain files of all report cards, interim reports and county test records
- Maintain up-to-date lesson plans within the guidelines of the School's curriculum
- Follow safety requirements regarding aisles, doorways, fire alarms and fire extinguishers at all times
- Participate in monthly fire drills
- Keep dangerous objects and toxic substances out of reach of students at all times
- Follow appropriate medication guidelines for all students

Serve as Role Models for Students

- Promote problem solving skills and character education
- Promote and enforce rules
- Maintain a pleasant and respectful demeanor amount students and parents

No Child Left Behind legislation requires the hiring of “highly qualified teachers”. To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach. State Requirements: *NCLB* requires states to 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.

Demonstration of Competency: Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below), 5) an advanced certification from the state, or 6) a graduate degree. High, Objective, Uniform State Standard of Evaluation (HOUSSE): *NCLB* allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession.

13. Parent and Community Support and Partnerships

◆ Describe how the school will involve parents in its operations.

◆ Describe any community partnerships.

Outline the methods that will be used for resolving disputes between parents and the school

Describe how the school will involve parents in its operations.

Volunteerism:

Parents are an integral part of the school and partners in the child's education. Our school believes that the work and values of the school should be extended into the home. An active parent organization will be developed and monthly meetings will be held.

Parents of the children have a wide variety of skills that will be heartily tapped by the school. Each parent will be required to volunteer 20 hours per school year for one child and 30 hours per child for two or more children. Parental support will be critical as the school starts up operations in the first 5 years. A wide variety of volunteer opportunities will be available: school leadership, fundraising, marketing, coaching, mentoring and administrative assistance.

The school counselor will facilitate parental involvement and assist parents in locating and utilizing resources in the community. Parents and staff must work together to nurture every child's potential.

Every effort will be made to:

- Require parents to serve as a school volunteers;
- Promote and strengthen parental responsibility and involvement;
- Encourage parents to serve on Advisory Councils;

- Offer workshops for parents and encourage parents to learn about character; education and technology along with their children.

A series of meetings have already been conducted to seek input from a variety of stakeholders which include parents, teachers and interested community leaders. Over 670 families have registered as supporters of the school. These families all have interest in sending students to the school at some point in the future.

Educational Processes:

Through the Parent Advisory Board, Key Biscayne Educational Foundation, Inc. and other such committees and organizations, parental representation and decision making in the educational processes of the school can occur. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communication, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parent Volunteer Contracts- parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.
- Community Advisory Board – This board will consist of parents, students, local business, and community members will be able to address and vote on pertinent school matters on a monthly basis.
- Regular Parent/Teacher Conferences – hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day – Events help yearly to recruit new students, maintain communication and involvement between the school and the surrounding community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication in the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.
- Parents and Community Members – serve as voting members of the Governing Board.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be topics to be addressed. Parent/Teacher Conferences, and the electronic gradebook, will also encourage parents to be fully involved in the School's operations as well as will promote parental partnerships in the educational process.

Describe any community partnerships.

An extensive range of community support has been sought through a public involvement process that has already begun and has included parents, students, members of the media and representatives from the Miami-Dade County Public Schools.

The Key Biscayne Education Foundation, Inc. has been established to help with fundraising and public marketing efforts for the school. The Foundation is already active in raising monies and awareness of the progress of the Key Biscayne Charter High School.

Through the efforts of the Village of Key Biscayne, involvement with local business leaders has been secured. Partnerships with retirement communities designed to establish intergenerational programs have also been initiated.

This type of involvement will increase as more local leaders gain awareness of Key Biscayne Charter High School.

Consultants

The Village of Key Biscayne has engaged the services of Fielding Nair International (FNI) to plan and design the school facilities. With consultations in 26 countries on 5 continents, dozens of important publications, and numerous industry awards for excellence, FNI is the global leader for innovative school architecture. Underlying all the architectural design, planning and educational change management work, FNI has a strong belief in diversity, high performance, technology infusion, global connections and personalization.

The Village of Key Biscayne also has contracted the services of EdVisions Schools to plan and design education facilities and to implement innovative teaching and learning models to complement existing State Standards and, whenever feasible, enhance learning opportunities for the students. The Edvisions Schools model offers a fundamentally different approach designed to address the needs of the 21st century learners, preparing all students for college, careers and global citizenship. Since 2000, funding from the Bill and Melinda Gates Foundation has provided EdVisions with the resources to help create over 40 secondary schools nationwide – serving diverse students in urban, suburban and rural settings.

In Rem Solutions, Inc. has assisted the Village in the planning and preparation for the Charter School application. The firm has great expertise in grant writing, PR and marketing and may assist the school in these and other areas as needed.

The consulting engagement will take place in the August – December 2008 timeframe. Guidance from these consultants will assist the Village in defining the course offerings beyond the state required curriculums.

Partnerships and business arrangements

We plan on developing long-term relationships with a wide range of community partners, including:

Business leaders in the community, including CEOs, CFO's, Diplomats, doctors, lawyers, members of academia, village councilpersons, and concerned parents.

Neighborhood partnerships with the **businesses, sports facilities, universities and research centers** located within or near the Village. The school will look to form partnerships that will foster the educational needs of the students.

The School Board of Miami-Dade County Public Schools will approve the charter school application.

Educational and Cultural Institutions.

Social Service Agencies will provide opportunities for intergenerational learning, and other local not-for-profit groups and businesses.

The Village and its local employers will help to introduce children to the work world, including parks and recreation, executive and hospitality internships and other opportunities.

Outline the methods that will be used for resolving disputes between parents and the school.

Parents in dispute may address their concerns in the following manner:

1. Make appointment to clarify concern with the student's teacher;
2. Make appointment to clarify concern with the school administration;
3. Contact the Principal;
4. Seek mediation with the charter school Sponsor.

Parents will be informed, in oral and written communication, of the steps that should be taken in case a conflict should arise. Written communication will be mailed to each parent that delineates the steps, and provides phone numbers for each contact person.

14. Student Recruitment and Enrollment

- ◆ Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.
- ◆ Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.
- ◆ Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.
- ◆ Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The Key Biscayne Elementary and Middle School currently serves 1100 children. Approximately 130 students are entering the 8th grade and will be potential candidates for the new high school when it opens in 2009. A local Catholic school on the Island has approximately 30 students entering 8th grade. These children will be recruited as students for the new high school. A series of meetings have already been conducted to seek input from a variety of stakeholders which include parents, teachers and interested community leaders. Over 670 families have registered as supporters of the school. These families all have interest in sending students to the school at some point in the future.

Recruitment of new students will be an ongoing process. An extensive marketing strategy to attract students representative of the surrounding community-including students from "hard to reach" families will be implemented. These efforts will include:

- Direct mailing to parents/guardians;
- Presentations to the local middle school and private school;
- Community focus groups;
- Program tours and open house for prospective students;
- Parents/guardians and community members;
- Media coverage;
- Posting and distributing of flyers in facilities, (such as religious institutions, libraries, grocery stores, and Laundromats,) service providers, and community centers.

Outreach

It is our belief that through the recruiting and marketing plan described above; we will be successful in attracting families reflective of the neighborhood. Informational meetings will be conducted in facilities, to include evening and weekend presentations.

A summary of the concept document with contact information will be distributed to parents

at the local elementary and middle school and at major gathering points. The information will included plans for the school and ask for input. If the school determines that there is a need to explain the school to parents who do not speak English, the school will conduct informational meetings in the languages needed.

We will seek to target and distribute information to the Key Biscayne community with the intention of the Key Biscayne Charter High School student population reflecting the diversity of the Village of Key Biscayne. First priority for attendance will be for the children of the Village to help ensure that the school maintains its community feel. The School's admissions procedures are not designed to influence any racial or ethnic balances, but instead to offer a local, alternative educational opportunity to Village residents. The School will abide by antidiscrimination provisions of Section 1002.33(17)(a)(4), Florida Statutes, which forbids discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education.

Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

Key Biscayne Charter High School will aggressively seek to achieve a racial/ethnic balance that approximates the demographic profile of the Village of Key Biscayne.

This worthwhile objective will be achieved through an extensive public information campaign that provides widespread notification throughout all segments of the community a reasonable balance should be achieved.

It is important to note that as stated in another section of this application the school will recruit qualified minority teachers and other non-instructional staff.

In addition, the School will adhere to a policy of nondiscrimination in employment and educational/activities and will strive to provide equal opportunity for all as required by the following statutory and administrative rules and regulations:

- Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin;
- Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender;
- Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old;
- The Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment;
- Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled;

- American Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications;
- The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons;
- The Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee; Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status;
- Miami-Dade County Public Schools Rules and Regulations.

Describe the school’s enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Recruiting Timeline

2009:

February – May 1 2009: Negotiation and approval of contract.

February to March 2009: Initial student registration period.

May 31, 2009: Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.

April to June 30 2009 Second Registration Period Begins. If number of applicants exceeds capacity, lottery will be conducted.

July 15, 2009 Capacity lottery to be conducted.

Preferences and Lottery:

The Key Biscayne Charter High School will be open to all eligible students in the Village of Key Biscayne as set forth in Section 2 of this application.

The school will have an open admissions procedure utilizing a first come, first served policy unless there are more qualified candidates than seats available in the school. In the event there will be a random selection lottery with a waiting list for applicants exceeding capacity. Applications will be date/time stamped as they are received, and a list will be maintained by grade level in the order received. Preference will be given to a sibling of a student already enrolled and to a son or daughter of an employee of the school.

Applications will be accepted each year beginning March 1 for a period of 60 days, unless space remains. Should space still be available after this date, applications will continue to be accepted. Parents will be notified of acceptance by May 15 and must agree to attend by May 30. As seats become available, the next student on the list will be notified.

In order to ensure greater parental commitment as part of the admission process parents will be required to sign a legal and binding instrument that indicates acceptance of our student conduct code and commits them to a series of volunteer activities.

Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

The home-school partnership is solidified through a Student/Parent contract, entered into as a requisite for initial and continued enrollment at the School. Through this contract the parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success. For example, the parent contract could dictate:

1. As a parent of a student at the Key Biscayne Charter High School my commitment is to abide by the following rules and regulations adopted by the Governing Board of the school:
 - To recognize and embrace my role as having primary responsibility for the education of my child.
 - To attend all conferences scheduled with any member of the Key Biscayne Charter High School staff.
 - To participate in the Parent Volunteer Program, including volunteering 20 hours for one child and 30 hours for two or more children, at a capacity that is sensitive to the needs of the school.
 - To provide transportation to and from school for my child. If I am late picking up my child, I understand that I will be charged for after-school care at whatever rate is in existence at that time. If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to attend a school that is more accessible for my child.
 - To purchase uniforms for my child and ensure my child abides by the Dress Code of the Key Biscayne Charter High School.
 - To supply a healthy lunch and snack, either brown bagged or purchased from the Key Biscayne Charter High School board-approved vendor, each school day for my child.
 - To be responsible for timely payment of any fees accrued to my account at the Key Biscayne Charter High School.
 - To encourage my child to abide by the Key Biscayne Charter High School School Code of Conduct by words and deeds of my own life.
2. In order to enhance my child's academic growth, I agree to do the following:
 - To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
 - To provide a suitable time and place within the home for homework.
 - To assist my child in obtaining and regularly using a library card at the Public Library

- and allow for thirty minutes of reading daily.
- To limit television and video games during the week and allow more time for reading, studying, and family time.
- To check my child's homework folder nightly.
- To encourage my child to research his or her academic level with deep commitment and enthusiasm for learning.

Please see Attachment 24-Draft Parent Volunteer Contract.

Breach of parental contract may result in the child's losing preferential re-enrollment status at the school for the following school year, meaning they may not automatically matriculate to the next grade level without reapplying for open enrollment.